



TENNESSEE DEPARTMENT OF

**EDUCATION**  
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## Lifespan Development

<b>Primary Career Cluster:</b>	Human Services
<b>Consultant:</b>	Deborah Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	6013
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	10
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
<b>Programs of Study and Sequence:</b>	This is the second course in the <i>Social Health Services</i> program of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseeefccla.org/">http://www.tennesseeefccla.org/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
<b>Teacher Endorsement(s):</b>	050, 051, 154, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HumanServices.shtml">http://www.tn.gov/education/cte/HumanServices.shtml</a>

### Course Description

*Lifespan Development* builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee State Standards for English

Language Arts & Literacy in Technical Subjects, as well as Tennessee State Standards in Psychology and Sociology, and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the second course in the *Social Health Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <http://www.tn.gov/education/cte/HumanServices.shtml>.

## Course Standards

### Foundations of Human Development

- 1) Differentiate between the major methodologies used in research on human growth and development. Compare and contrast the benefits and consequences of each, including ethical issues involved with each method. Methods should include the following:
  - a. Case study method
  - b. Social survey method
  - c. Naturalistic observation method
  - d. Cross-cultural studies(TN Reading 1, 2, 7; TN Psychology 35; FACS 12)
- 2) Using supporting evidence from a variety of academic journals and news media, compare and contrast the following theories of human development. Identify the researcher(s) credited with developing each theory and analyze the significance of their contributions to the field of human development.
  - a. Psychoanalytic theories
  - b. Behavioral theories
  - c. Humanistic theories
  - d. Cognitive theories
  - e. Ecological theory
  - f. Sociocultural Theory(TN Reading 1, 2, 6; TN Psychology 35, 38; FACS 12)
- 3) Conduct a research project on a topic related to human growth and development, citing specific textual evidence from academic resources. Topics might include, but are not limited to:
  - a. Emotional development/emotional intelligence
  - b. Cross-cultural conceptions of intelligence
  - c. Self-esteem
  - d. Relationships
  - e. Nature vs. nurture
  - f. Temperament and personality(TN Reading 1, 2, 4, 9; TN Writing 2, 7, 8, 9; TN Psychology 19, 33, 36, 38, 45, 46, 55, 60; TN Sociology 11, 21, 25; FACS 12)

## **Prenatal Development**

- 4) Outline the biological processes that occur from conception to delivery of a full-term infant, sequenced by trimester. Prepare an informational artifact for parents that describe each stage of growth and development. Analyzing the role of heredity and environment in infant growth and development. Create a corresponding list of common risk factors during each stage. (TN Reading 1, 2, 4; TN Writing 4, 6, 7, 8, 9; TN Psychology 19, 36, 39; FACS 12)
- 5) Define the concepts of DNA, genes, genetics, heredity, and analyze the structure of relationships among the concepts. Describe the process of how traits are passed from parents to offspring. Identify the most common chromosomal and gene-linked anomalies and the health implications associated with each. (TN Reading 1, 2, 4, 5; TN Writing 4, 7; TN Psychology 19, 39; FACS 12)
- 6) Research the various types of labor and delivery. Create a sequenced presentation, artifact, or graphic describing what happens at each stage and complications that may arise, citing evidence from case studies and medical literature. Investigate what medical testing that the newborn might undergo over the course of the first few days of life. Newborn testing examples include but not limited to:
  - a. Apgar score
  - b. Brazelton Neonatal Behavioral Assessment Scale
  - c. Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS)(TN Reading 1, 2, 7, 8; TN Writing 2, 4, 7; FACS 12)

## **Infancy**

- 7) Research and outline the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including but not limited to the following:
  - a. Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, normal ranges for vital signs
  - b. Cognitive: reflexes, language acquisition, sensory development, play, Piaget
  - c. Emotional-social: bonding, Erikson's psychosocial task, temperament vs. personality
  - d. Appraise activities and techniques that optimize the development of the infant(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 39, 40, 41, 42, 44; TN Sociology 20, 21,25)
- 8) Create an annotated model or graphic illustrating the parts of the human brain, detailing principle functions as they relate to physical and cognitive development. Draft a companion artifact on the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from cases studies, news articles, and academic journals about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. (TN Biology 4; TN Psychology 13, 14; FACS 12)

## **Toddlerhood**

- 9) Research and outline the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including, but not limited to the following:
- Physical: height and weight, body proportions, teeth, skeletal development, vital signs, gross and fine motor skills, sleep patterns
  - Cognitive: sensory development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought
  - Emotional-social: separation anxiety, independence, possessive phase, toilet training, Erikson's autonomy, self-concept, temper tantrums, regression, egocentric thinking
  - Appraise activities and techniques that optimize the development of a toddler
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

## **Preschool**

- 10) Research and outline the physical, cognitive, and emotional-social development that occurs in preschool. Prepare an informational artifact for parents that describes this stage of growth and development with real life including but not limited to the following:
- Physical: height & weight, body proportions, teeth, musculoskeletal development, vital signs, gross and fine motor skills, sleep patterns,
  - Cognitive: sensory development, depth perception, maximum visual ability, language acquisition/vocabulary, sexual curiosity, locates body parts, understanding of relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought and centration, concept formation
  - Emotional-social: Erikson's initiative, jealousy, preschool socialization, friendships with other children, Freud's development of superego, cooperative play, fears
  - Appraise activities and techniques that optimize the development of preschool age children
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

## **School Age**

- 11) Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including but not limited to the following:
- Physical: height and weight, musculoskeletal development, improvement of hand-eye coordination, permanent teeth, development of gastrointestinal and nervous systems, immune system maturation, vital signs, fine motor skills development, gender differences in motor skills, development of writing, strength acquisition and endurance, sleep and rest requirements

- b. Cognitive: visual maturity, peripheral vision and depth perception improvement, Piaget's stage, numbering classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learning
  - c. Emotional-social: types of play, personality development, peer and sibling relationships, Freud's latency period, transition from Kohlberg's preconventional level of moral thought to conventional level of moral reasoning and beginning of reciprocity
  - d. Appraise activities and techniques that optimize the development of school-age children
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

## **Puberty and Adolescence**

- 12) Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence. Prepare an informational artifact that describes this stage of growth and development with real life examples including, but not limited to the following:
- a. Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weight
  - b. Cognitive: experimentation and learning, Piaget's shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving
  - c. Emotional-social: peer and romantic relationships, Erikson's search for identity, conflict with authority figures
  - d. Analyze components of a healthy and safe environment during adolescence.
  - e. Appraise activities and techniques that optimize the development of adolescences
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 44, 45, 46, 47; TN Sociology 20, 21, 25)

## **Early Adulthood**

- 13) Research and outline the physical, cognitive, and emotional-social development that occurs during early adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- a. Physical: cessation of growth, peaking of physical functions and characteristics
  - b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities
  - c. Emotional-social: sexual maturation, Erikson's intimacy, development of a professional and personal identity
  - d. Analyze components of a healthy and safe environment during early adulthood.
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25)

## **Middle Adulthood**

- 14) Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- a. Physical: decline of physical functions and characteristics, increase in health risks due to genetic conditions or contraction of diseases
  - b. Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning

- c. Emotional-social: Erikson's task (generativity), evaluating and redesigning career options
  - d. Analyze components of a healthy and safe environment during middle adulthood.
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25)

### **Later Adulthood**

- 15) Research and outline the physical, cognitive, and emotional-social development that occurs during later adulthood. Prepare an informative artifact that includes steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- a. Physical: continued decline of physical functions and characteristics
  - b. Cognitive: cognitive decline, long-term versus short-term memory loss
  - c. Emotional-social: Erikson's ego integrity, changes in work and leisure
  - d. Analyze components of a healthy and safe environment during later adulthood.
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25) )

### **Death and Dying**

- 16) Below are the most commonly listed stages of the grief model. Research and create graphic or artifact that explains each stage of the model. The graphic or artifact could include but not be limited to: definition of each stage, emotional and physical actions, and ways to cope.
- a. Shock and Denial
  - b. Pain and Guilt
  - c. Anger and Bargaining
  - d. Depression, Reflection, and Loneliness
  - e. Upward Turn
  - f. Reconstruction and Working Through
  - g. Acceptance and Hope
- (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 37, 50)

### **Final Project**

- 17) Differentiate the major periods of life outlined in the course and describe major developmental changes and key tasks associated with each period. Create a timeline of a human from conception to age 100 following typical growth and development patterns outlining what is occurring at each stage. (TN Reading 1, 2, 4, 7; TN Writing 4, 7, 9; TN Psychology 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50; FACS 12)

### **The following artifacts will reside in the student's portfolio:**

- Methodologies artifact
- Human Growth & Development report
- Prenatal Development artifact
- Genetic artifact
- Human Development Stage artifacts
- Death and Dying artifacts
- Capstone Timeline graphic

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 4, 5, 8, and 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.